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National aid to vocational education

Washington

1913

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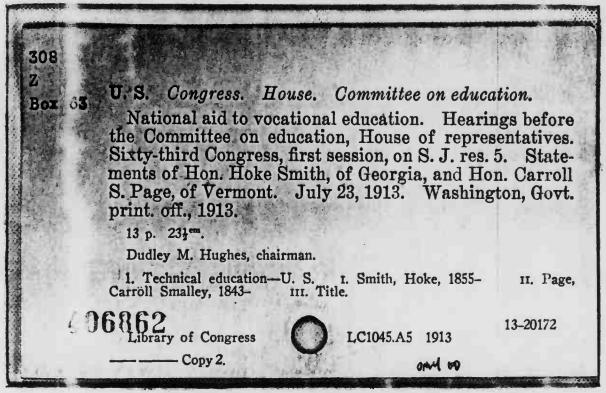

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NATIONAL AID TO VOCATIONAL EDUCATION

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HEARINGS

BEFORE THE

COMMITTEE ON EDUCATION

HOUSE OF REPRESENTATIVES

SIXTY-THIRD CONGRESS

FIRST SESSION

ON

S. J. RES. 5

STATEMENTS OF

HON. HOKE SMITH, OF GEORGIA

AND

HON. CARROLL S. PAGE, OF VERMONT

JULY 23, 1913

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COMMITTEE ON EDUCATION.

HOUSE OF REPRESENTATIVES.

DUDLEY M. HUGHES, Georgia, *Chairman.*

WILLIAM W. RUCKER, Missouri.	JAMES F. BURKE, Pennsylvania.
ROBERT I. DOUGHTON, North Carolina.	CALEB POWERS, Kentucky.
JOHN W. ABERCROMBIE, Alabama.	HORACE M. TOWNER Iowa.
J. THOMPSON BAKER, New Jersey.	EDMUND PLATT, New York.
JOHN R. CLANCY, New York.	ALLEN T. TREADWAY, Massachusetts.
THOMAS C. THACHER, Massachusetts.	SIMEON D. FESS, Ohio.
STEPHEN A. HOXWORTH Illinois.	ARTHUR R. RUPLEY, Pennsylvania.

JAMES L. FORT, *Clerk.*

NATIONAL AID TO VOCATIONAL EDUCATION.

COMMITTEE ON EDUCATION,
HOUSE OF REPRESENTATIVES,
Washington, D. C., Wednesday, July 23, 1913.

The committee this day met, Hon. Dudley M. Hughes (chairman) presiding.

The CHAIRMAN. Gentlemen, I wish to make a preliminary statement in regard to the matter before us. Education, and especially that practical education that fits our boys and our girls for life, is a question of paramount importance, from the fact that it reaches every home and every child in that home and every interest there. It is a question that should have the careful consideration of the very best thought of this Nation. We have with us this morning at our first meeting two distinguished gentlemen, one a statesman from the North, the other a statesman from the South—Senator Page, of Vermont, and Senator Smith, of Georgia. These gentlemen are here to discuss and present their views on Senate joint resolution 5.

I believe that resolution was introduced by you, Senator Smith?

Senator SMITH. Yes, sir.

The CHAIRMAN. And with the consent of the committee I will read it. [Reading:]

Senate Joint Resolution 5.

JOINT RESOLUTION Providing for the appointment of a commission to consider the need and report a plan for national aid to vocational education.

Resolved, etc., That the President of the United States is hereby authorized to appoint a commission consisting of nine men whose duty it shall be to consider the need and report a plan, not later than December first next, for national aid to vocational education.

SEC. 2. That the members of said commission shall be paid their actual traveling expenses and subsistence while engaged upon the work of said commission.

SEC. 3. That said commission shall have authority to employ a secretary and to make such investigations into local conditions of the respectve States as they deem necessary, the entire expense of the commission not to exceed the sum of $15,000.

SEC. 4. That the sum of $15,000, or so much thereof as may be necessary, be, and the same is hereby, appropriated to meet the expenses of the said commission.

Now, Senator, we will be very glad to hear you, sir.

STATEMENT OF HON. HOKE SMITH, UNITED STATES SENATOR FROM GEORGIA.

Senator SMITH. Mr. Chairman and gentlemen, there have been a number of bills introduced in both the House and the Senate during the past few years bearing upon the question of national aid to vocational education. I have never myself been satisfied with any of

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these bills. There are difficulties about the problem of national aid to vocational education that we all recognize. Few of the States are ready to allow the National Government to take, in any sense, control of their educational work. The lines upon which educational work is conducted in the various States differ widely, and in most of the States the people are accustomed to their own plan and are wedded to it. I was unwilling myself to give to the Secretary of the Interior or to the Commissioner of Education authority to fix a plan by which vocational education would be conducted, controlling in the various States. I do, however, believe that it is practicable, if we could have a number of trained educators joining with us, selected from various parts of the United States, so as to have on the commission men with detailed and practical knowledge of how the educational work proceeds in almost every section of the country and in nearly every State— I do believe it is possible for such a commission to work out a plan that will be free from objection; that will embody in the bill itself so much of specific provision with reference to the use of any fund which the National Government may appropriate as is necessary to insure a use for the purposes intended and leave the States their local systems, entirely under the control of their local organizations without interference from the National Government, placing the duty upon the States, through their duly constituted officers, to report annually just how the fund is expended and authorizing the officer of the United States to whom the report is made to withhold certification of appropriation for the ensuing year if the use by the State does not correspond to the requirements of use prescribed by the bill which we might pass.

There are men in the United States who have mastered the problem of vocational education, who have mastered it as so successfully conducted in Germany. If I were asked to give a reason why Germany has held her own and has perhaps outstripped other European nations, and almost outstripped the world, in her industrial problems, I would answer that it is attributable to the thorough training in vocational lives which now for more than 30 years Germany has given to her people. I do not believe that education should be regarded simply as a means of enjoying life; I do not believe that education should find its end in the mere intellectual accomplishments which it may give; but I believe we owe it to the boys and girls of this country to see that they are taught to do what they may be required to do in life. I believe the schoolhouse should seek to prepare the child along some practical line of endeavor by which the child, when grown, can do, better than father and mother knew how to do, the things the child may be required to do. I believe that our artisans should find in the city's day schools and night schools an advancement in proficiency far beyond that which many of them so far have reached. I have absolute faith in the capacity of our wonderful people, crossed from the best white races of the world, and, crossed, making a stronger and more forcible people than any of the original races; and what we need to-day, I think, is for the Government to lead—and the States will follow—in setting a pace for more practical and thorough training for life, vocational education, education that contemplates turning the child or the young man or the young woman out of the schools and colleges knowing how to do something, and

especially prepared to do the things which the young man or the young woman has determined upon as the vocation he or she is to follow in life. Then, I also believe in the advanced courses, stimulating to higher preparedness and greater proficiency.

Gentlemen, I believe that the whole problem of life is compassed by the problem of education, for education is the preparation to do the things that you have an opportunity to do and to help train you to find the opportunity. Now, it is not my view that the work of this commission will conflict in any sense with a bill which passed the House at the last session of Congress. We have our State colleges of agriculture to-day, and the States are appropriating much more for them than the National Government, yet the National Government pointed the way. By the Morrill bill, passed 50 years ago last year, the National Government made appropriations which each one of the States used, and that was added to and added to and added to, until now nearly every State in the Union has a splendid agricultural college. Twenty-five years later the National Government, through the Hatch bill, added the experiment stations, and those stations are now at work with Government money, supplemented by State appropriation. In all probability neither would ever have started—certainly not on the broad scale on which they have started—but from the inspiration they gathered from national encouragement and the aid they received from national contributions.

The House passed a bill at the last session providing a plan by which colleges of agriculture should be established in departments, or extension departments, the purpose of which was to take the accumulated information of the colleges of agriculture and carry it to the farms and demonstrate what has been learned and done elsewhere, that it may be appropriated and used to the best advantage. I do not think anything is more necessary at this time than to pass the bill and start the work. That is the development of 25 and 50 years of work done by the National Government, but the broader problem of extending vocational education into the schoolhouse is a new problem with us, a problem which the National Government has not yet touched upon, though some of the States are doing it quite well. I believe that if we can work out a plan by a small appropriation, requiring duplications locally, if we can stimulate, inspire, and direct a great movement in every State in the Union for vocational education, for the pedagogical training of the young in the schoolhouse, in the college, and in special courses of instruction, perhaps somewhat along the line of those conducted in Germany, we can give to the masses of our people an onward movement of capacity in the next few years that will do more for them and do more for the country than nearly anything else that can be done.

I rarely approach a public question without doubt as to whether what I am advocating is right or wrong. I rarely approach a question where I am not able to see, along with the good that I hope to come, some possible evil; but when we take up the problem of training the young better for life, for the burdens and the joys of life, when we take up the problem of training the young to know how to do something, to take care of themselves, to bear their responsibilities, to produce, with more perfect skill and accurate knowledge, those things which open up before them—about this I have

no doubt—I am sure it is all good and only good that can come from it.

Now, I do not know just how a bill for vocational education should be drawn. I introduced this resolution for a commission because I thought we could find able men who would be willing to give their time to the work. I put in no provision for compensation, because I do not want any man on this commission who is not so much in love with the work, who has not the sacred spirit of service so fully developed in him that he is not willing to give his time to it without compensation. I believe that the President, perhaps better than any man—yes, certainly better than any other man who ever occupied the White House—knows how to fill the places on the commission. I know that the President himself believes in special lines of training for life work. I know that he knows great educators in this country who have especially studied this subject, and he is qualified to select an able man for chairman of the commission. I have one man in mind whom I shall ask the President to place on the commission—the president of the University of Wisconsin, Mr. Van Heyse. I mention that in order that you may grasp at once the kind of work and the kind of help I want.

I might say, being chairman of the Committee on Education and Labor of the Senate, as I was on the steering committee that selected that committee, I asked for that position, because I believed that there was an opportunity to do good there. I hope I can, and I want you to help us pass this resolution, so that we can get to work. I think perhaps it ought to be amended. I introduced it early in April, but you know how we have been situated, your committee not being organized until recently, and I waited until you were organized before bringing it over. I think it ought to be amended by striking out, in lines 5 and 6, page 1, the words "not later than December 1 next" and inserting "by December 1 next or earlier, if possible," or words to that effect. You see, we have already lost the spring and we may not be able to get together before the 1st of October. But I sincerely hope that if you pass this resolution we will get the help of able men to bring before you this winter a bill which we will all support, without regard to politics, because this is a great deal bigger matter than politics.

The CHAIRMAN. That is right.

Senator SMITH. If the young can be taught how to take care of themselves, we can do more for them than any difference between political parties can do.

The CHAIRMAN. You desire that action should be had on this matter at the earliest moment?

Senator SMITH. I am very anxious for some action to be had. If you can pass it within, say, 30 days, the President can appoint the commission and we might get together at an early date. I do not know how much longer we are going to be here. I think we will be here 30 days longer. [Laughter.]

The CHAIRMAN. I think you are safe in that.

Senator SMITH. As soon as you pass it I would ask the President to take it up at once, as I am very anxious for the commission to meet and begin their work before Congress adjourns.

The CHAIRMAN. That is, to do so within the next 30 days?

Senator SMITH. Yes, sir.

The CHAIRMAN. Well, sir, we are very much obliged to you.

Senator SMITH. Senator Page is deeply interested in the question of vocational education. He presented a bill to the Senate which the Senate passed recently, but he has since joined me in supporting this resolution, and I am expecting him to join me in doing the work in the Senate without regard to politics.

The CHAIRMAN. I want to ask you just one question before you take your seat, Senator. The Lever bill, which passed the House, does not conflict with this resolution?

Senator SMITH. Not at all. I do not think myself that the agricultural extension work from the colleges has any relationship to vocational education as I have been discussing it. Senator Page and I differed about that. I wanted to pass the agricultural extension bill without adding vocational education. I thought that we understood agricultural extension, but that we did not have the vocational education problem worked out. I have reintroduced that bill in the Senate and it has been introduced in the House. I do not know what position the commission would take. Senator Page suggested that they should go together, but I did not think that they could be carried together. My idea was to pass the agricultural extension bill and then take up vocational education as a separate problem. I regard vocational education as instruction for the schoolhouse and the college, instruction for men in industries, instruction for children in schools of agriculture. I believe it to be a separate problem, but I do not want to agitate that question now. For the present Senator Page and I unite in asking for this commission, and we are going to let the future take care of itself.

The CHAIRMAN. That is a question that would come before this commission.

Gentlemen, I take great pleasure in presenting to you Senator Page, of Vermont.

STATEMENT OF HON. CARROLL S. PAGE, UNITED STATES SENATOR FROM VERMONT.

Senator PAGE. Well, gentlemen, Senator Smith has covered this field so fully that there is very little for me to say, and what he has said has been so much better said than I could say it that I do not think I had better take much of your time.

I have been giving the last three or four years of my life to this work. It came before the Senate Committee on Agriculture and Forestry under Senator Dolliver. I was a member of that committee and joined very actively with him in looking up the facts and relations of education to this particular field. When he was called home the friends of the measure asked me if I would take the leadership in this matter and I said I was very happy to do so; I was very much interested and would do so if it was thought best. As many as two years ago the Committee on Agriculture and Forestry appointed me a subcommittee of one to investigate the whole field, with especial reference to the articulations of the State laws with the provisions of this bill, the bill introduced by me, which was at first the Dolliver bill; afterwards it was rewritten, and while, of course, it has the sub-

stantial features of the Dolliver bill, it is, nevertheless, very much changed.

I do not think there is any serious difference between Senator Smith and myself in regard to the fundamentals of this bill. I believe that they are substantially this: That for every dollar appropriated by the Federal Government the State and local communities should appropriate at least one or perhaps two more. In other words, the Federal Government seeks to point out the way, to blaze the trail, but does not, and, I think, should not, assume the chief burden of education in the States. Of the 94 Senators in the Senate last year, there were 70 who told me that they were favorable to the general principles of Senate bill No. 3. I think there are now about 20, or perhaps not as many, Members of the Senate who are opposed, diametrically and vigorously, to any participation of the Federal Government in educational matters of the States. Senator Root said: "Page, I am going to vote for your bill, but it is rather as a choice of evils. I do not believe in the Federal Government putting its fingers into educational work." Now, that is the opinion of some very strong men in the Senate, yet I have no doubt that three-fourths of the Senate believe in Federal aid to the extent of going ahead and leading, as Senator Smith has well said in regard to the Morrill bill. The fundamentals are that the State should contribute at least as much as the Government; second, that the Federal Government shall pay nothing toward real estate, buildings, or rentals, the State taking charge of that feature of the work; and, third, if it can be considered a fundamental, the autonomy of the States must not be disturbed. Senator Smith has very well expressed that.

The people of this country will not consent that the Federal Government shall direct in regard to the manner of schools which they may have. But, gentlemen, fundamental as this is, there is another feature that you must not lose sight of, and that is that we must safeguard this appropriation by such supervision on the part of some department of the Government as will make it impossible that the funds appropriated from the Federal Treasury shall be diverted for the support of cultural education.

Senator SMITH. Classical education.

Senator PAGE. Exactly. In the fall of 1890 we passed the Hatch bill, giving $25,000 a year to each State. I was the governor of my State, and legislation was asked for by the University of Vermont which would allow them to use the $25,000 appropriated for the State agricultural college. I said to Mr. Buckham, the president of our college, that I would oppose the use of that fund by the University of Vermont because, by their own confession, all the funds that had been received up to that date from the Federal Treasury had been really misappropriated. In other words, the bill permitted the use of the fund for cultural education, and instead of applying it to the education of farmers they had created such an atmosphere about the college that any young man who went to the college was stigmatized, he was called a "dummy," he was not permitted to enter any of the clubs there. Mr. Buckham said to me: "The fact is that when a boy comes here he is lifted out of his ambition to become a farmer, and we make him a civil engineer, or give him some other vocation." I said to the University of Vermont: "I am going to hold up that fund until you give me some assurance that it will not be misappropriated."

Now, I feel that if we did not give the Federal Government some supervision over this fund, it is possible that some colleges may technically misappropriate it. In some States they are not in sympathy with this bill, especially the college men, who are fighting this bill because they want to participate in the fund to a greater extent than the bill permits them. I want to say here that there is not the hearty, healthy feeling in regard to the education of boys that there should be. So I say that while we must not disturb the autonomy of the States, yet we must give the power of supervision to some branch of the Federal Government, and we have thought best to give it to the Secretary of the Interior, and there is the feature over which I have had trouble. In every State, where there is a board of education, I have taken the matter up with the superintendent of instruction; and, finally, after a long and hard struggle, I have reached the conclusion that in each State there should be what we have termed a "State board for vocational education." In that way each State, by legislative enactment, appoints its own board, and that board of vocational education formulates the plan that is best adapted to that particular State. But we also say in the bill that that plan shall be submitted to the Secretary of the Interior.

Now, it is just how much supervision the Federal Government shall give, more than anything else, that creates the disturbance in regard to Senate bill No. 3, which I introduced. It is a matter which Senator Smith has brought to your attention. He says that he hopes some way will be evolved that will be satisfactory to the States. I believe that the supervision of the Commissioner of Education would be solely and simply supervisory, and that the bill as it now stands would work out all right, but, of course, I do not know that. I know the jealousy that exists in some States regarding their rights as sovereign States. I know that Senator Smith, of South Carolina, says: "If you give the Federal Government any supervision over the matter of education in the State, I will vote against your bill." Now, it is upon that point—and that is the only point, to my mind, where we disagree—that some State legislation must come. I believe that pretty nearly all these matters, upon trying them out by proper and practical tests, will show weaknesses which must be remedied by subsequent legislation. But I have given you the fundamentals, and between Senator Smith and myself there is no disagreement. We both believe in Federal aid. There is not over 25 per cent of the Senate that believe it to be unconstitutional. You remember that Mr. Cannon vetoed the Morrill Act because he said it was unconstitutional. And, indeed, the way that matter was finally got along with was this: We had a lot of timberlands that belonged to the State, and, instead of giving the money to the State, we appropriated those lands and passed them over.

In 1888 we went clear over and appropriated money; in 1890 we made a further appropriation, and in 1891, under what is known as the Nelson Act, we made a further appropriation. So that I believe that so far as the constitutionality of this bill is concerned, we have proved it, and nearly every State in the Union has applauded it and said "Amen." So that that consideration may be relegated to the rear, despite the opposition of such statesmen as Senator Root and

Senator Smith, of South Carolina. The majority being so overwhelmingly in favor of this measure, I was willing that the resolution of Senator Smith of Georgia should be adopted, and I now hope, as he does, that you in the House will give it prompt action, so that the President may appoint the commission, and let us hope that at the beginning of the next session we will have a bill drafted to cover, as far as may be, the almost sole cause of contention in regard to Senate bill No. 3.

Mr. THACHER. I would like to ask the Senator a question. Does the proposed resolution conflict in any way with your own bill?

Senator PAGE. No, sir. I will explain that. Senator Smith came to me in a very friendly way and said, "Don't you think it would be wise to have a commission appointed to see if we can not draft a bill that may be better than yours?" And I said, "Far be it from me to say that my bill is the best." Now, gentlemen, I might enter into a discussion of the differences between the bills, but I do not think that is necessary here. I hope that he and I, by putting our heads together and putting our shoulders under the wheel, are working out a bill satisfactory to both sides.

Senator SMITH. I do not ask the committee to commit itself at all to our final measure. I am just asking you to give us a chance to have men whose lives have been given to the study of vocational education made commissioners without pay to study the problem, as a basis for future legislation. Giving them a chance to study it does not commit you to the adoption of their report afterwards. Its merits will be self-evident. I want to ask you to support this resolution without seeking to commit you in any way to the final project. If we do not produce a bill for national aid, still we will bring together men who will bring out views and facts that will be helpful to the States. I think that those of you who are opposed to national aid for vocational education might be glad to have this commission come together, composed of the strongest men on vocational education in the United States, that they may compare views and make suggestions as to how vocational education may be conducted in the States. My theory is that this commission will give us information that we have not now as to just how vocational education should be conducted in the States. My idea is to embody that "how" in the bill and say that any State that conducts it in that way shall have a certain sum from the National Treasury, supplementing a certain sum from the State. But I do not ask you to commit yourselves to that now.

Mr. TREADWAY. Senator, may I ask if your idea is not along the line of what the Government now does for agricultural interests? Have we not now a national appropriation, supplemented by State appropriation, for experiment stations and work of that nature?

Senator SMITH. Yes, sir.

Mr. TREADWAY. And is not what you are asking for somewhat on similar lines?

Senator SMITH. Yes, sir; very similar.

Mr. TREADWAY. There are two other inquiries I wish to make. I am a novice at Federal legislation, and I hope you will pardon any lack of knowledge on that subject if I show any.

The CHAIRMAN. That is all right; go ahead.

Mr. TREADWAY. Both you and Senator Page are asking for immediate action. Now, how will that be possible under the supposed understanding that legislation at this special session is limited to tariff and currency?

Senator SMITH. I do not think there will be any objection to just passing a joint resolution appointing a commission. It is not general legislation.

Mr. TREADWAY. A commission to inquire into a subject?

Senator SMITH. To inquire into a subject about which hereafter legislation may be enacted.

Mr. TREADWAY. Has that been done under similar circumstances in this session?

Senator SMITH. I think so.

Mr. TREADWAY. I notice in the phraseology of the resolution:

> And report a plan * * * for national aid to vocational education.

Is not that, in a way, doing what you ask us not to do? My idea is this: Is it not a positive assertion that you want to have submitted by this commission a plan under which national aid can be given to vocational training? In other words, it would seem to me that the phraseology of that resolution commits Congress to the approval of the idea which you are asking us not to approve at this time.

Senator SMITH. I do not think so. You do not have to commit yourselves at all, even to the fact that it should be done. You look at the best plan that they can work out and then determine whether you are in favor of it or not.

Mr. TREADWAY. Would you not approve a change in that phraseology?

Senator SMITH. I am anxious for this commission to work out a plan. I do not commit myself now to vote for that plan. I have never yet seen a plan that suited me that I was willing to support. I was for the measure and I believed in it, but I have not exactly seen a plan that I was ready to adopt. I do not think this would commit you at all to vote for it. However, that is a matter for your consideration. I want this commission to work out, if they can, a plan that they think is the best and submit it to Congress for consideration. Then two questions would come up: "Are you willing to do it at all?" and "Is this plan, in your judgment, a good one?" I do not say that you should commit yourselves to it, any more than if I said to an architect: "I want to build a $10,000 house; draw up some plans." I do not have to build the house; I might change my mind and buy an automobile.

Senator PAGE. The Senator from Georgia has brought to your notice the rock upon which this bill will fall, if at all. I do not think there is a single southern Senator who does not believe in Federal aid for industrial education, but when you seek to standardize the teaching and say that a man, in order to teach agriculture in the schools, shall have had a year's experience as a farmer or a year's experience in an agricultural college, you will strike the objection that you are infringing upon the State's autonomy, and there is where the statesmanship will come in. In my judgment, when we get to the end of the chapter we will find that in order to make a bill acceptable to the several States we must leave the formation of that plan to the States themselves, subject to Federal supervision, because each different State his its own ideas. For instance, since this excitement or propa-

ganda—and I guess I am as much responsible for it as anyone—four States, New York, New Jersey, Pennsylvania, and Indiana, have passed laws on this subject. The States of New York, New Jersey, and Pennsylvania have laws that are substantially alike, while Indiana is absolutely in another extreme. The Illinois Legislature has had before it this winter a bill for industrial education, and they have even fought among themselves. I find that the great trouble when I approach a State is in getting them to agree to anything for their State on the ground that some other State has agreed to it. For instance, Massachusetts has 3 per cent devoted to agriculture, and they say: "We do not need a school for agriculture in our State." We lay the matter before the States and say: "Here is the fund. You may pay it out as you see fit, except that you shall not appropriate more than 60 per cent for any one branch—agricultural, industrial, or home economics." That is one of the subjects I submitted to Senator Smith, and he said he thought it was a good idea, but the States must be left absolutely free. We can not form a plan that will be absolutely acceptable to all the States.

Senator SMITH. We can determine how far we can go toward farming.

Senator PAGE. Yes, sir.

Senator SMITH. That is what I have had in mind, to gather the information from all over the country and see how far the States are united on various phases of the problem. To that extent we can go and there we will have to stop.

Senator PAGE. Well, I think we will eventually find that it will have to be left to the States, but the question of supervision on the part of some officer of the Government, perhaps the Commissioner of Education, to see that they do not divert the fund, is a Federal question.

Now, one other thing, Senator Smith. Since I introduced my bill I have had a great deal of correspondence in regard to it, and one letter recently called attention to the fact that one of the features of the bill is home economics, which pertains to women, and your resolution says "a commission consisting of nine men." That would not permit the appointment of a woman on the commission. Would you accept an amendment making it read "nine persons" instead of "nine men"?

Senator SMITH. I do not think there is any doubt about the right to appoint a woman.

Senator PAGE. But you say "nine men."

Senator SMITH. Oh, all right; I have not the slightest objection to a woman on the commission. Just strike out the "men" and leave it "a commission of nine."

The CHAIRMAN. Just make it "a commission consisting of nine."

Mr. TREADWAY. You spoke of having a commission on vocational education in each State?

Senator PAGE. No; a board of educational control in each State whose duty it would be to formulate the plan of vocational education. Massachusetts would want industrial training while North Carolina would hardly have use for it.

Mr. TREADWAY. A separate commission proved to be a failure in Massachusetts.

Senator SMITH. I disagree with the Senator on that. That is one of the things on which Senator Page and I differed, but it is not necessary to discuss those details now. What I am anxious to see is the best trained men on this subject in the country, whose hearts are in the work, sitting around a table, discussing this problem and calling others to their assistance.

Mr. FESS. There are many States which have no State boards.

Senator PAGE. Well, they have some one or more persons who supervise education in the State. You could have a supervisor of State instruction, and have a commission composed of him, the governor, and the State treasurer.

Senator SMITH. I think this committee ought to ask the State superintendents to come on and give their views on the subject and tell how they handle it, and finally, with the knowledge of just what is the status of each State, work out a plan which would not change existing conditions, but which might be changed by legislative action subsequently.

Senator PAGE. Since this subject has been before the Senate I have written more than 6,000 letters to bring out those facts, and I have the liveliest mass of correspondence on that subject that you could imagine.

Mr. FESS. There is no question that arouses so much antagonism as the question of education. As vice president of the Ohio constitutional convention last year I introduced a measure providing for a State board of education, and though I fought for it with all the force I could, it was voted down. There is a great jealousy among rural people about anything like agricultural education. I think you certainly have a solution here if you appoint a commission, without any instructions, and let them work out the problem and submit to us a plan which, if possible, can be ratified afterwards.

Senator SMITH. I would go before the commission without a preconceived view of the details. All I want is to find out the best way to promote vocational education. I want to add that during my service as governor of Georgia there was nothing of which I was more proud than the fact that I had established a State board of education.

Mr. FESS. The suggestion is that if the State does not abide by the recommendations of the board they would lose the appropriation. I do not see but what that is the solution of the whole difficulty between State and Federal power.

The CHAIRMAN. As I understand it, the commission proposes to work out all those details?

Senator SMITH. The subject simply goes to the commission and they are free to take it up and study it as they see fit.

Mr. FESS. Senator, you will admit that the time you have named in the resolution is entirely too short.

Senator SMITH. Well, I at first thought you could pass it early in the summer, but I would like to have the time extended. I am very much obliged to the committee for this opportunity to be heard.

Senator PAGE. Gentlemen, we are much obliged to you.

The CHAIRMAN. Thank you.

Thereupon, at 11.25 a. m., the committee went into executive session, after which, at 12 m., it adjourned to meet at the call of the chairman.

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TITLE